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ABSTRACT

The newsletter promotes graduate study, research, and international service activities, including seminars, workshops and other specifically designed programs on campus or abroad, facilitating the role of educational institutions and programs in international development. Typical newsletter items include current programs, faculty and program notes, and news from the field. In this issue, a lead article describes El Macaro, a rural teacher-training institution in Venezuela. Information on the background of the institution and on more recent developments are provided, including the establishment of a teachers' materials production center and reorganization of El Macaro. There are future plans in Venezuela to build and establish at least seven more institutions similar to this one. Volume II, presenting the first of a series of reviews of new materials in the field, offers an annotated bibliography of publications by universities, educational centers, and private publishers. Forthcoming newsletters are announced for October 1972 and February 1973. Those interested in receiving the newsletter should request that their name be placed on the mailing list. (Author/SJM)

NEWSLETTER

INTERNATIONAL DEVELOPMENT EDUCATION PROGRAM

Vol. II, No. 2 July 1972

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EL MACARO: A UNIQUE RURAL EDUCATION INSTITUTION IN VENEZUELA

Thomas A. Hart

El Macaro, a rural teacher-training institution, is situated near the town of Turmero in the State of Aragua, about 70 miles west of Caracas. The large city of Maracay is nearby. The State of Aragua is an area of tobacco growing and processing and is a manufacturing place, particularly in Maracay, of tobacco products. They also grow cereal grains, and both human and animal foods are produced in the State. There is a good bit of truck gardening, some timber, some fruits, and a considerable amount of sugar cane, which is used to produce both sugar and rum.

El Macaro, at present an in-service teacher-training institution with international overtones, was established in the late 1930's. Its beginning was aided by a Cuban educational commission headed by Professor Blanca Rosa Urquiaga. [1]

This Venezuelan rural institution has passed through three important stages. First, it was an extra opportunity, elementary boarding school for rural children who had no other school to attend. It catered to boys between the ages of ten and 16, and its curriculum was heavily weighted in favor or rural crafts. There were wood, metal, and garden shops, plus some animal husbandry. The boys learned to use and keep up a limited number of tools. This curriculum was narrow and restricted. Along with shop work and outdoor garden work, the boys were taught to care for hogs, rabbits, and chickens, plus their classroom studies in reading, writing, mathematics, language arts, and science. The animals and garden produce raised helped to feed the school population. Many of the graduates of this early rural effort moved into urban centers and became leaders in their chosen communities. At least one rose to the position of Minister of Education in the early 1960's. [2] The nearness to Maracay as well as to the capital city of Caracas were two drawing points for the graduates of this rural school. Many of the boys who graduated during this early phase of the institution did not go back to the farm but found jobs either in Maracay or in the capital city of Caracas. This movement to urban centers may have been one cause of the near demise of El Macaro--a stronger reason was the regime of the dictator Pérez Jiménez, who did little for Venezuelan education, rural or urban. In his time, by far the majority of high schools were private institutions, lay- or Church-supported. Rural education was not adequately supported. All education during his regime got six percent of the national budget. At present the percentage is close to 18. [3]

The second phase began at the lowest ebb of this institution. Its budgets, students, staff, equipment, and plant had been reduced almost to the vanishing point. For a while in the late 1950's, El Macaro got some needed financial aid and technical advice from the Creole Foundation, but the downward trend continued. El Macaro was gradually changed from an elementary school to a teacher-training institution.

The third phase began in 1961 when the recently re-established AID Mission opened for business in Caracas and took an interest in El Macaro. At this time through mutual planning and the astute leadership of Luis Fermín, El Macaro became a rural teacher-training institution. Seminars and short courses were initiated for elementary-school principals and supervisors. However, the main thrust was the pre-service rural teacher-training with little or no professional training. This program has graduated more than 600 educators in the regular long courses, and more than 1,000 have been reached in short courses over a ten-year period.

In the decade of the 1960's, El Macaro was marked by vigorous growth and expansion in services, curriculum, staff, plant, and budget. In its zeal to better serve community needs, a branch of the school was opened on the far side of the town of Turmero, some eight kilometers from the parent institution. This branch was dedicated to teaching the practical skills of home economics, both for homemakers and domestics, cooking, sewing, housekeeping, and laundering were taught in laboratory settings with little talk and much hand work. The same could be said for shop work in metal, wood, electricity, and such other trade-oriented skills as learning cement and brick construction, animal husbandry, and horticulture. This effort lasted about five years. The branch was closed down in the late 1960's, and the only parts transferred back to the home institution were horticulture as tied directly to school gardens for the specific needs of the teachers in-service; some metal and woodwork, again for the specific needs of rural teachers for practical use in the upkeep of their schools or for better understanding of trades

in the use of this knowledge in pupil guidance. Home economics, particularly sewing, was saved because the woman elementary-school teacher had specific needs for this skill both to teach it to her pupils and use it at home and in the homes of her pupils. All these skills and the shop-laboratories are part of the regular training for rural elementary-school teachers in-service are also important parts of the "new" or reform curriculum for elementary schools throughout Venezuela.

Within the last five years, El Macaro has incorporated within its diversified curricula the Guayabitas program of vocational agriculture in the elementary schools. [4]

Late in 1961 a unique feature was added to this institution. It was a materials-production center.

Teaching Materials Production Center

In the fall of 1961 mutual planning between AID and the Ministry of Education ended in approval of the establishment of a materials-production center al El Macaro with special reference to the production of textbooks and teachers' manuals. The Ministry of Education agreed to give the land, build a building, and supply furniture and office equipment to house the Center. They would also recruit and pay salaries of a permanent staff. AID agreed to buy and install necessary printing and photographic equipment and sufficient expendable materials such as paper, stencils, ink, photographic film, chemicals, and artists' supplies for one year's needs.

The building was designed specifically for materials-production use. It has office space, a large classroom, a very large design and printing space which comfortably houses several printing and offset machines, electric paper cutter, and space for artist and layout designers to work, plus a storeroom large enough to easily contain a year's supply of all types of expendable materials needed.

This building, which is functional and not a monument, was completed and furnished with chairs, tables, office equipment, etc., in the record time of four months. However, it proved more difficult to recruit trained personnel to operate the machines and commercial artists and layout technicians willing to leave Caracas and go to live in a rural community. Finally, it was decided that trained personnel could not be recruited, and others willing to go to El Macaro would be trained. A small cadre of six men were recruited for the print shop and sent abroad to México and Ecuador for a training period of four to six months. The Ministry of Education hired the trainees and AID paid for their training. While this training was in progress, equipment and materials arrived. It was installed and the materials were placed in the warehouse-like storeroom. The next problem was textbook writers. They too were not to be had. AID in Venezuela suggested a contract with an author of both text and trade books for young people who had considerable experience working with similar groups in other countries. This author was contracted to direct a training course at El Macaro for teachers willing to attend and then be assigned to work there full-time as textbook writers. Four were recruited, but only two successfully completed the course which began April 23 and ended May 31, 1962. During the summer of 1962, it was decided to hold another writers' workshop for a larger group. About 20 teachers were quickly selected. The workshop began August 6 and ended September 23, 1962. Five new participants plus the two from the previous course completed the work satisfactorily and were selected to continue work at the center.

The director of these and subsequent workshop (training courses) was the first to say that textbook writers could not be trained in 60 days. First writing efforts proved the point. These early efforts were sent to the director in Washington for review and critical comments. The quality of these rough-draft manuscripts led to a third tour of duty at El Macaro for the director of the training program to work intensively with the original seven selected writers. Some materials were written, edited, rewritten, and approved. These were tried out in nearby rural school rooms, and eventually printed and distributed early in 1963, about 18 months from the start of this training program.

From the beginning of this project there was outstanding cooperation, interest, and support from the Ministry of Education. This was a great stimulus for the beginning writers. Ministry people came to visit and observe frequently. Some stayed at El Macaro for a week or more at a time. These officials were impressed with what they saw and passed on their enthusiasm to the young writers and to the Ministry of Education in Caracas.

The whole idea of textbooks for children in the rural nuclear schools around El Macaro was so new that the writers had meetings on Saturday mornings for teachers to explain the projects and to prepare them for when try-outs would be made with finished teaching materials.

Since those early attempts to produce teachers' guides, student textbooks, and other teaching-learning aids, the operation has become a practical, useful ongoing means of greatly improving the teaching-learning process in the Venezuelan rural schools.

The director of the training courses was contracted to return to Venezuela several more times to continue intensive in-service training of the original group and others who were interested. All the writer-authors in residence at El Macaro have become more professional, secure in their new line of work, and proud of their accomplishments. The Center has grown. The layout and art departments have moved to an adjacent building so that needed space could be had for the expansion of printing facilities. Production has risen from a few hundred copies of the early manuscripts produced in 1963 to printing runs as high as 100,000 in late 1971.

At first the El Macaro teaching-materials production center furnished simple textbooks for its immediate area and was helped in this by the suggestions and criticisms of these materials by the school principals and teachers who were using them. Now the texts carry the imprimatur of the Ministry of Education and are distributed widely all over Venezuela with the possible exceptions of the far western Andean region and the southern jungle areas, both of which are rural but unlike the environment around El Macaro.

This operation is unique in Venezuela. It has had good support. Its impact on rural education is notewrothy since for the first time textbooks written by Venezuelans for use in Venezuelan rural schools are produced in a rural setting with rural Venezuelan themes. The plants, animals, and people pictured and described in these texts are Venezuelan. The students using these texts can immediately identify with the written and pictured material. [5]

TEXTBOOK WRITERS' TRAINING PROGRAMS SINCE 1962

	Registered	Duration	Completed Training Period
1963	24	3 months	6
1963 to present	80	several short-term and long-term sessions	8
Total completing courses			14

[The majority of these participants were not in training but represented the Ministry of Education and the public and private sectors.]

Present textbook-writer staff in residence consists of eight people: two in mathematics; one in social science; two in reading; two in science; and one in language arts.

This program has been costly, frustrating, and difficult because it was not easy to recruit teachers to work and live away from the capital city; it required the selected and hired graduates to live on campus and work there full-time: it required hard work, a change of skills, and high standards; production schedules were pressing, and the printers adamant for copy; it had a self-imposed stimulus and evaluation--the pupil-teacher reception and use of the materials produced. No one else at El Macaro lived and worked in such a frenetic atmosphere. The hard-core trainees who stuck with the program have become respected and productive writers. So far there has been little interference from established authors in the capital city, and most of the teaching-learning materials produced at El Macaro now carry the approval of the national Ministry of Education. The results of this ten-year effort are worth all the costs and difficulties faced by those who initiated it and carried it through in the face of all the odds against it.

In the late 1960's another dimension was added to El Macaro through mutual planning among and between this institution and OAS, AID, and the Ministry of Education. It became a regional Latin American center for the in-service training of rural elementary-school teachers, supervisors, and principals from rural areas in Venezuela as well as other Latin American countries.

During the third phase of development, the entire plant was renovated; the materials-production center was built, equipped, and staffed; a library was equipped and staffed; and an auditorium was built which can function as a gymnasium, a meeting hall, an art and drama center, as well as a useful community gathering place, and an audio-visual center was established for the use of faculty and students.

Staff of El Macaro

Director

Associate Director

2 Assistant Directors

Faculty in Home Economics, shop, social sciences, mathematics, language and literature, and Science. (This faculty is mainly Venezuelan. From time to time, Bolivian, Colombian, Brazilian, and U. S. contract faculty have been in residence.)

An audio-visual technician and a library of A-V materials for the use of students and faculty.

Director of printing and production. On his staff are printers, layout and design technicians, photo mechanics, and artists.

Librarian and several assistants. Library of some 20,000 volumes.

Writers in the areas of reading, mathematics, science, and social science. These writers are producing texts for use in the rural elementary schools and are in residence full-time.

Clerical and maintenance personnel including kitchen and dormitory help.

El Macaro faculty and staff have always had an international flavor. Its earliest days were initiated by technical aid from Cuba. Since 1958, the director of El Macaro has not hesitated to bring in outside help when needed. He has had North American technicians in such areas as library science, mathematics, community development, language arts, audio-visual methodology, textbook writing, printing, layout and design, and teaching materials production; from Brazil a specialist in mathematics; from Bolivia specialists in administration and sociology; from Puerto Rico vocational education specialists. The Venezuelan faculty has had training in the United States and Ecuador, Chile, Brazil, Puerto Rico, and México. This has enhanced the outward view of the faculty. The foreign visitors, foreign specialists, and the foreign students have given to this institution a distinct and unique place in rural education in Venezuela. It has never been parochial, yet it always focused on its major objective: the improvement of rural education and rural community life.

During the decade of the 1960's, this institution reached and upgraded many rural elementary school principals and teachers.

BUDGET - STAFF - GRADUATES OF SHORT COURSES[6]

		Personnel			
Year	Bolivars[7]	Management Director and Staff	Teaching Staff	Admin. and Custodial	Short-course graduates Teachers and Supervisors (Pre-Vocational Teachers)[8]
1960	903,727.00	2	6	5	54
1961	988,325.00	2	7	7	66
1962	1,032,247.00	2	8	9	72
1963	1,356,133.60	2	15	10	66
1964	1,613,201.10	2	15	15	95
1965	1,727,095.70	2	20	13	79
1966	1,768,250.00	3	29	14	78
1967	2,255,531.35	3	36	16	92
1968	2,412,739.00	3	39	19	122
1969	2,578,370.60	4	41	20	128
1970	2,414,536.85	4	32	17	(not available)
1971	1,820,195.00	4	32	17	72
Totals	20,870,352.00				924

EL MACARO: AVERAGE NUMBERS OF STUDENTS, 1962-1972[9]

Attendance	10-yr. period	Average graduates per Year
Regular long courses 10 months - Jan. - Nov. for school principals and supervisors	1,000	90
Short courses, Seminars, etc., for supervisors and teachers	924	90
Long and Short courses for educators from abroad, and for ministry personnel, principals, supervisors, teachers	600	60
TOTALS	2,524	240

El Macaro Objectives since 1958[10]

1. Give regular long-term (January to November) ten-month courses to prepare technical specialists to direct rural nuclear schools in Venezuela (usually in-service training).

2. The preparation of directors and supervisors for the rural agriculture schools and prevocational rural schools as proposed in the Guayabita plan. This is both pre- and in-service training. These may be short- or long-term courses.

3. The preparation of ministry personnel, faculty, and other staff members of rural schools in other Latin American countries. This international program is partly supported by the OAS. These may be short-term special courses or long-term (ten months) regular courses.

4. The preparation of teachers' guides and textbooks and the research, production, and distribution of these teaching-learning materials to pupils and teachers in the rural schools of Venezuela.

The Reorganization of El Macaro[11]

Luis Fermín has noted that the year 1958 in Venezuela marked the overthrow of the Pérez Jiménez regime, a dictatorship, and return to democracy. More attention was given by the new government to the complex and important problems of the rural farmer-worker and rural education. These problems were being faced by a Ministry of Education with no experienced people in this area. So it was natural that attention turned to countries such as Bolivia, Ecuador, Perú, and Guatemala which had experience with the Rural Nuclear School System. These were studied and work was begun adapting from them some ideas, curricula, and organization. An institutional method was sought which would have the greatest multiplier effect. This study and the adaptation resulted in the reorganization of El Macaro.

The basic idea was to train at El Macaro the directors of Rural Nuclear School Centers who were responsible for at least 20 one-teacher, three-grade rural elementary schools. These Nuclear School Center directors were given a basic program and orientation to rural problems. They were taught methods and given ample didactic materials to help them understand and meet with some degree of confidence the social, economic, and cultural programs of rural Venezuela.

It is sincerely believed that the educators trained at El Macaro are a great part of a new rural conscience in Venezuela. For the first time in the educational history of the country, a group of educators has been produced which is consecrated to the improvement of rural education and rural community life. This mystique is a reality. It is the best claim to success. These trained directors have in turn upgraded the teachers in the 20 rural elementary schools under their supervision in each nucleus. It is believed that during the past decade there has been considerable success with this program. Approximately 800 directors of Rural Nuclear School Centers have been reached, and through them, some 16,000 teachers.

These are the basic aims. There is a continuing improvement in the methods and procedures. It is not claimed that all of the objectives have been attained. However, the program has been and is reasonably successful. There will be a continuation of the revision, upgrading, readjustment, and adaptation of methods, materials, and organization to better meet objectives. Internal self-evaluation has become a continuous process at El Macaro.

Future Plans

There are now plans being made in Venezuela for the regionalization of education to build and establish at least seven more (eight regions exist) institutions similar to El Macaro but designed to fit particular regional needs. This will not be an easy undertaking. As one Minister of Education put it, "What we need is seven more Luis Fermíns to do this." Unfortunately, there is only one. He has never had the favor of being understudied. Now it is late, and he is near retirement age. Nevertheless, El Macaro stands as an example of a successful, bilateral, multilateral, and at present a national effort in rural education. It should be studied and used as a model in Venezuela and in other Latin American countries with similar needs for improving and upgrading rural education.

This institution is innovative and meets the challenge of needs and change. It has had national influence and will serve as a model for other regional centers. After foreign aid was terminated in the middle 1960's, the national government continued its support and aided in expansion of staff, plant, and services. The weakness inherent in this institution is that it is the work of one man. Should he retire or resign as director, a replacement would be most difficult to find.

Summary

1. El Macaro is an example of an institution which profited by short-term bilateral and multilateral aid injected at critical points. Its uninterrupted continuity and government support is proof of success.

2. This rural institution is innovative and has met the challenge of needed functional changes four times. The innovations are in the areas of curriculum and public service. The changes were within the framework of a structure that has persisted because the same dynamic and progressive director has been the head of this institution since 1958.

3. Under the direction of Luis Fermín, El Macaro has had direct national influence on all rural elementary schools through its in-service training programs, elementary-textbook production, and the stimulus to the Ministry of Education to plan for seven or eight similar institutions in the new regionalization of the system of education in Venezuela.

4. This institution is reform-oriented. It has in recent years expanded and dropped programs: changed curricula: taken on new community services: and incorporated a national pre-vocational agriculture program within its diversified curricula and services.

5. It has shown strength and vitality by its non-dependence upon outside aid. The aid was accepted when needed and cut off when by mutual agreement before it became entrenched. However, with or without external aid the institution has not been parochial since 1958. If special technical aid is needed, it has been requested, accepted, put to good use, and adapted to local needs.

6. The success of this institution is due in large measure to the fact that it fills a need in rural Venezuelan education and that it is service-oriented.

7. Change in this institution is a way of life. It has met the challenge of change with a positive response: never from fear or threat. It has built a tradition of independence and some autonomy because of its progressive leadership.

8. El Macaro is not "culture bound" but at the same time is acutely aware of the sub-cultures it serves and their value systems. An example of this is the careful editing, review, and try-outs of manuals and textbook manuscripts before they are printed and distributed.

9. This institution is well-known locally and nationally. It has had many visitors from other parts of Venezuela and from abroad. Its new programs, special events, graduation exercises, and teaching-materials production have had wide publicity in the press, radio, and television. Not the least of its recent activities has been the sending of some if its staff of writers and production technicians to aid Ecuador in planning and establishing similar services in Quito.

10. Perhaps the best measure of the success of this institution is its productivity both in materials and human resources. During the last ten years, El Macaro has become the national center for producing teaching-learning materials for rural schools. During this same period, through its long-and short-term courses, seminars, workshops, and demonstrations, it has helped to upgrade professionally thousands of rural school directors, supervisors, and teachers.

As Henry J. Allen wrote in his book, Venezuela: A Democracy, this institution is an outstanding example of "the remarkable emphasis on education" by the Venezuelan Government through its Ministry of Education.[12]

Footnotes:

[1]Interview with Luis Fermín, Director of El Macaro, April 1971.

[2]Reinaldo Leandro Mora.

[3]See Annual Reports of MOE/Venezuela for period 1958-1971.

[4]Private correspondence with Bruce Peseau, University of Kentucky. Letter dated February 7, 1972.

[5]Sources for facts, figures, and dates on the Materials Production Center are: (1) Private Correspondence with Luis Fermín, (2) Private Correspondence with the director of the training courses, (3) 1971 Interview with Fermín, and (4) Personal papers, diaries, and memoranda kept by the author.

[6]Table furnished by Luis Fermín, Director of El Macaro. Letter dated November 3, 1971.

[7]4 Bolivars equal US$1.

[8]After addition of Guayabitas Program.

[9]Source of Table figures - Interview with Luis Fermín, Director of El Macaro, April 1971.

[10]Interview with Luis Fermín, Director of El Macaro, April 1971.

[11]Paraphrase and extracts from taped interview with Luis Fermín, April 1971.

[12]Henry J. Allen. Venezuela: A Democracy. New York: Doubleday, Doran, and Company, 1940, p. 173.

SOURCES: PUBLICATIONS IN INTERNATIONAL AND DEVELOPMENT EDUCATION

Sean Alan Tate

A major tool of any student or researcher is the bibliography. The IDEP Newsletter is therefore pleased to present the first of a series of columns which should be of interest to all students of international and development education. The column will present reviews of new materials in the field as well as listings of publications by universities, educational centers, and private publishing concerns. Suggestions for materials to be included in this column may be sent to the Editor, IDEP Newsletter, 165 Social Sciences Building, University of Pittsburgh, Pittsburgh, Pennsylvania 15213.

Sources presents for its first column a listing of publications available from IDEP, University of Michigan Comparative Education Series, the Program of Eastern African Studies of Syracuse University, and the Institute for International Studies in Education at Michigan State University. Readers outside of the United States should inquire about mailing charges from each organization.

The following materials are available free of charge by writing to the IDEP Clearinghouse, International and Development Education Program, 165 Social Sciences Building, University of Pittsburgh, Pittsburgh, Pennsylvania 15213.

I. Publications of the International and Development Education Program (IDEP), University of Pittsburgh

Thomas, Lawrence G. Types of Schooling for Developing Nations. Pittsburgh: International and Development Education Program, University of Pittsburgh, June 1968. 33 p.

This paper was presented at a Seminar on "Cultural Factors in Educational Change" held at the East-West Center in Honolulu, Hawaii, in 1965. It suggests a new approach to developing a cross-cultural typology for schools. Dr. Thomas uses as his main criterion for school classification the type or mode of instruction predominant in a nation's schools. He describes four possible patterns of curriculum sources and content, learning activities, method of teaching and evaluation, and anticipated outcomes. The paper would be useful as a starting point for empirical cross-cultural studies.

De'Ath, Colin. Black Education in the United States and Its Relevance to International Development Education. Pittsburgh: International and Development Education Program, University of Pittsburgh, 1968. 16 p.

The paper suggests why programs such as IDEP, which superficially appear somewhat esoteric vis-a-vis current U. S. social problems, should turn their attention inward and toward domestic problems to get insight into similar problems in developing nations. It looks at black education from the point of view of a development educator interested in international and intra-national education problems. It should be read and made use of in conjunction with a companion publication entitled, Black Education and Black Society In the United States: A Bibliography for Development Educators, also published by IDEP.

De'Ath, Colin: Ernest O'Neil: and Michael Gibbons. Black Education and Black Society in the United States: A Bibliography for Development Educators. Pittsburgh: International and Development Education Program, University of Pittsburgh, 1968. 33 p.

The bibliography attempts to give a sampling of the literature in which a development educator would be interested. Emphasis is on understanding black society through the eyes of the social scientist and through the eyes of black scholars and lay writers themselves. The bibliography contains some 300 entries. It could be used as a companion publication to the paper on Black Education in the United States and Its Relevance to International Development Education, also published by IDEP.

Kang, Kilsoo. A Short Bibliography of the English Language Material on Korea and Its Education. Pittsburgh: International and Development Education Program, University of Pittsburgh, 1968.

The bibliography concentrates on educational literature which is readily available to the Pittsburgh student. It lists sources, bibliographies, journals and newspapers, history and geography, politics and economy, and literature and gives an indication of the location of the materials.

Giannotta, Frank. Anthropological Perspectives on the Role of the Instructional Consultant. Pittsburgh: International and Development Education Program, University of Pittsburgh, 1970.

This paper demonstrates an integration of anthropology and education. Unlike other

recent applications of anthropology in teacher education, school administration, and educational research, it suggests some approaches to the development of a professional role in American schools, that of the instructional consultant. It involves both a conceptual framework in the anthropology of education and a concern for the teaching of anthropology relevant to specific needs of the educational enterprise.

Tate, Sean. Evaluation in the Social Studies: A Critical Review of the Literature. Pittsburgh: International and Development Education Program, University of Pittsburgh, 1971.

This occasional paper presents a critical review of the literature available on evaluation of social studies curricula. An examination is made of curriculum evaluation in general, social-studies evaluation models, evaluation in social-studies projects, as well as a review of social-studies evaluation from an international perspective.

International and Development Education Clearinghouse. Acquisitions List. Pittsburgh: International and Development Education Program, University of Pittsburgh. Bi-monthly.

This publication appears every two months and includes acquisitions of books, occasional papers, newsletters, bulletins, etc. Approximately 150 to 200 items are acquired every two months. Many acquisitions are what are commonly known as "fugutive materials" (normally not available in a library because of limited printings or limited circulation). Acquisitions include regional educational and development materials (Africa, Asia, Europe, South America, United States, Oceania, Eastern Europe), particular country materials, organization publications (UNESCO, OECD, etc.), and bibliographies, directories, etc.

* * * * *

The following two publications are also available from the IDEP Clearinghouse. However, a fee of $1 each should be paid to the International and Development Education Program, 165 Social Sciences Building, University of Pittsburgh, Pittsburgh, Pennsylvania 15213.

Watson, Paul, ed. and chairman. A Study of Present and Needed Book Activities in National Development: Chile. Pittsburgh: International and Development Education Program, University of Pittsburgh, 1967. (Office of Technical Cooperation and Research, Agency for International Development Contract AID/csd 1472).

Spaulding, Seth, ed. and chairman. A Study of Present and Needed Book Activities in National Development: Perú. Pittsburgh: International and Development Education Program, University of Pittsburgh, 1967. (Office of Technical Cooperation and Research, Agency for International Development Contract AID/csd 1472).

These are companion publications which survey book needs of Chile and Perú. Topics covered include types of foreign assistance available to develop the book industry, higher education book needs, books and informal and adult education, libraries and human-resources development, book industry, books in general basic education, and in elementary and secondary education. Some useful appendices are included which cover such topics as: the schoolbook publishing process in the United States and characteristics of developed book industries; other printed materials, such as magazines; lists of publishers, printers, etc.; and book associations and commission characteristics and membership. Also included are useful bibliographies and tables. Both publications would be useful to those who are interested in improving the production and distribution of printed educational materials not only in Perú and Chile but in South America generally. They would also be useful to anyone interested in only one aspect of educational publishing, e. g., preparing educational texts. The reports summarize the results of on-the-spot visits by groups of faculty and publishing personnel from the United States.

II. The University of Michigan Comparative Education Dissertation Series

The following publications can be obtained by writing to: University of Michigan Comparative Education Series, 4124 University High School, Ann Arbor, Michigan 40108.

Each publication costs $3, plus 35 cents for mailing charges.

No. 1 - Dysfunctionality of Jamaican Education, by Gordon Ruscoe, 1963.

No. 2 - John Dewey in Japanese Educational Thought, by Victor N. Kobayashi, 1964.

No. 3 - Postwar American Influence on the West German Volksschule, by Susanne M. Shafer, 1964.

No. 4 - Reform in the West German School System, 1945-1962, by Robert F. Lawson, 1965.

No. 5 - Nineteenth Century American Schools in the Levant: A Study of Purposes, by Rao H. Lindsay, 1965.

No. 6 - General Education for Scientists and Engineers in the United States of America and Japan, by Tetsuya Kobayashi, 1965.

No. 7 - A Situational Analysis of Public School Enrollment in the Philippines, by Quirico S. Samonte, 1965.

No. 8 - An Historical Examination of the Purposes and Practices of the Education Program of the United Automobile Workers of America, 1936-1959, by Thomas E. E. Linton, 1965.

No. 9 - Secondary Education and Girls in Western Nigeria, by Erma F. Muckenhirn, 1966.

No. 10 - Non-specialist Study in the Undergraduate Curricula of the New Universities and Colleges of Advanced Technology in England, by Malcolm B. Campbell, 1966.

No. 11 - The American Movement to Develop Protestant Colleges for Men in Japan, 1868-1912, by Ira Jerry Burnstein, 1967.

No. 12 - The Africanization of the Curriculum in Kenya, by George E. F. Urch, 1968.

No. 13 - German Interest in Foreign Education Since World War I, by Val Dean Rust, 1968.

No. 14 - Student Politics in Bombay, by Philip G. Altbach, 1968.

No. 15 - Educational Development in Sierra Leone, by E. Christian Anderson and Earl DeWitt Baker, 1969.

No. 16 - Transition from Colonialism to Self-Reliance in Tanzanian Education, by Louis Francis Dolan, 1970.

No. 17 - The Purpose and Problems of AID Educational Assistance to Thailand, by Warner Miller Montgomery, 1970.

No. 18 - The Formulation of British Colonial Education Policy, 1923-1948, by Frederick James Clatworthy.

No. 19 - A Predictive Model of the Cumulative Academic Achievement of Graduate Students from India: Based on Data Collected on 54 Variables in a Longitudinal Study of 300 Indian Graduate Students who attended University of Michigan during the 20-year Period September 1947 to August 1968, by Judy Telleen.

No. 20 - United States Educational Practices in Faculties of the Maharaja Sayajirao, University of Baroda, India, by Richard Bennett.

No. 21 - Secondary School Teacher Education in Transition, by J. P. Lipkin, 1970.

III. Publications of the Program of Eastern African Studies, Syracuse University

The following publications should be of interest to those who specialize in Africa and African education. They may be obtained by writing to:

Program of Eastern African Studies
Maxwell School of Citizenship and
Public Affairs
Syracuse University
119 College Place
Syracuse, New York 13210

Price of each publication is listed beside the title.

Eastern African Studies

Zambia and the East African Community, by Frank C. Ballance, 1971. 139 p. $4.00

The Conflict Over What is to be Learned in Schools: A History of Curriculum Politics in Africa, by Stephen P. Heyneman, 1971. 113 0. $4.00

The Political snd Social Elite of Tanzania: An Analysis of Social Background Factors, by Patrick J. McGowan and Patric Bolland, 1971. 150 p. $4.00

Eastern African Bibliographic Series

A Bibliography of Malawi, by Edward E. Brown, Carol A. Fisher, and John B. Webster, 1965. 161 p. $4.50

A Bibliography on Kenya, by John B. Webster, Shirin G. F. Kassam, Robert S. Peckham, and Barbara A. Skapa, 1967. 461 p. $7.50

The Guide to the Kenya National Archives, by Robert G. Gregory, Robert Maxon, and Leon Spencer, 1969. 452 p. $12.50

Special Publications

Basic Structure of Swahili, by James L. Brain, 1966. 151 p. $3.00

Modern Makonde Sculpture Exhibit Catalog, by Aidron Duckworth, 1968, 103 p. $3.50

Shindano: Swahili Essays and Other Stories, by Johannes G. Mlela, Jean F. O'Barr, Alice Grant, and William O'Barr, 1971. 58 p. $2.00

A Bibliography on Politics and Government in Uganda, by Lucas Kuria. Isis Ragheb, John B. Webster, 1965. 32 p. $2.00

A Bibliography on Anthropology and Sociology in Uganda, by Robert Peckham, Isis Ragheb, Aidan Southall, and John B. Webster, 1965. 60 p. $3.00

A Bibliography on Anthropology and Sociology in Tanganyika and East Africa, by Lucas Kuria and John B. Webster, 1966. 91 p. $3.00

A Bibliography of Bechuanaland, by Paulus Mohome and John B. Webster, 1966. 58 p., and A Supplement to a Bibliography of Bechuanaland, 1968. 32 p. $3.00

A Select, Preliminary Bibliography on Urbanism in Eastern Africa, by Barbara S. Skapa, 1967. 45 p. $2.00

A Select Bibliography on Traditional and Modern Africa, by Peter C. W. Gutkind, and John B. Webster, 1968, 330 p. $6.50

A Bibliography on Lesotho, by Paulus Mohome and John B. Webster, 1968. 50 p. $2.00

A Bibliography on Swaziland, by Paulus Mohome and John B. Webster, 1968, 25 p. $2.00

A Select Bibliography of Soviet Publications on Africa in General and East Africa in Particular, 1926-1966, by Ladislav Venys, 1968. 125 p. [Plus supplements for fall 1968, 1969, and 1970]. $5.00

A Supplement to a Bibliography of Malawi, by Paulus Mohome and John B. Webster, 1969. 62 p. $3.00

Education in Kenya Before Independence: An Annotated Bibliography, by L. A. Martin, 1969. 196 p. $4.00

A Guide to the Coast Province Microfilm Collection of the Kenya National Archives, Kenya Seyidie (Coast) Province, Correspondence and Reports, 1891-1962, by Harvey Soff, 1971. 191 p. $4.00

Microfilms Related to Eastern Africa, Part I, Kenya. A Guide to Recent Acquisitions of Syracuse University, by Rodger F. Morton and Harvey Soff, forthcoming.

Occasional Papers

Local Governance and Nation Building in East Africa: A Functional Analysis, by Fred G. Burke, 1963. 35 p. $2.00

Unity and Diversity in East Africa: A Synthesisless Dialectic, by Fred G. Burke, 1965. 48 p. $2.00

The Political Development of Rwanda and Burundi, by John B. Webster, 1966. 121 p. (biblio.) $4.00

Capital Expenditure and Transitional Planning in Zambia, by Gary Gappert, 1966. 53 p. $3.00

Micropolitics and Transformation: Theoretical Notes from the Tanzania Experience, by Rodger Yeager, 1967. 52 p. $3.00

The Ideology of Rapid Development: Motivation or Model?, by John R. Nellis, 1964. 46 p. $2.00

Settlement Patterns and Rural Development in Tanganyika, by Nikos Georgulas, 1967. 46 p. $2.00

Two Variables Affecting Rural Transformation in Kenya, by Brack Brown, 1967. 29 p. $2.00

A Social Science Vocabulary of Swahili, by James L. Brain, 1968. 43 p. $2.00

Is Labor Migration of Decreasing Significance in the Economies of East Africa?, by William Vogel, 1968. 40 p. $2.00

Public Administration in Africa: The Legacy of Inherited Colonial Institutions, by Fred G. Burke, 1967. 44 p. $2.00

Measuring Total Productivity from Kenya Agricultural Census, by James E. Price, 1968. 22 p. $2.00

African Policies of the Socialist World: The Case of East Africa, by Ladislav Venya, 1968. 237 p. $5.00

Papers on the East African Community: a. - The East African Community; b. - The Treaty for East African Cooperation, by Donald Rothchild and Anthony H. Rweymamu, 1968. 36 p. $2.00

An Inquiry into the Development of Native Administration in Nyasaland, 1888-1939, by Timothy Barnekov, 1967. 129 p. $4.00

Basic Structure of Swahili, Part II, by James L. Brain, 1969. 34 p. $2.00

A Short Dictionary of Social Science Terms for Swahili Speakers, by James L. Brain, 1969. 70 p. $3.00

Environmental Evaluation and Risk Adjustment in Eastern Africa, ed. by James L. Newman, 1969. 53 p. $3.00

The Pokot of Western Kenya, 1910-1963: The Response of a Conservative People to Colonial Rule, by L. D. Patterson, 1969. 54 p. $3.00

African Students in the East and West: An Analysis of Experience and Attitudes, by Kenneth L. Baer, 1970. 63 p. $3.00

Cross-Cultural Research in Nutrition: A Synopsis and Guide to Research With Emphasis on Eastern Africa, by Marshall H. Segall, 1970. 34 p. $2.00

African Politics - A Guide to Research Resources, Methods, and Literature, by Patrick J. McGowan, 1970. 130 p. $4.00

National Liberation and Culture (1970 Eduardo Mondlane Memorial Lecture), by Amilcar Cabral, 1970. 15 p. $2.50

IV. Publications of the Institute for International Studies in Education

The following publications may be purchased from the Institute for International Studies in Education, 513 Erickson Hall, Michigan State University, East Lansing, Michigan 48823. Prices follow the description of each publication.

If I Should Die Before I Wake: The Nsukka Dream, A History of the University of Nigeria, by Lewis and Margaret Zerby, 1971. $7.00

The University of the Philippines: External Assistance and Development, by Harry L. Case and Robert A. Bonnell, 1970. $2.50

Sokagakkai and Education, by Charles H. Gross, 1970. $2.50

Self-Study as an Approach to Educational Planning in Thailand, by Raymond P. Hatch, 1970. $1.50

The Diffusion of an Innovation in Three Michigan High Schools: Institution-Building by Change, by Nan Lin, Donald Lew, Everett M. Rogers, and Donald Schwartz.

Education Nsukka: A Study in Institution-Building Among the Modern Ibo, by John W. Hanson and Magnus Adiele, Pius Igboko, and Charles Okpala, 1968. $4.00

Education in Thailand Series

Vocational Counseling in Secondary Education: A Guide for Counselors to Assist in Career Choices for Students. $1.00

Evaluation of Instruction: A Handbook on Testing for Thai Teachers. $1.00

Secondary Education, Manpower, and Educational Planning in Thailand: A Digest of the 1966 Self-Study on Secondary Education. $1.00

Teachers in Thailand's Universities: A Description of Thai Universities' Programs and Teacher Qualifications. $1.00

Educational Planning at the Local Level: An Assessment of Thai Schools and the Role of Local Educational Leaders in Planning. $1.00

Student Background and University Admission: An Analysis of Admissions Policies, Background of Students Entering Universities, and Achievement. $1.00

The Diffusion of Educational Innovations in the Government Secondary Schools of Thailand. $1.00

Current and Projected Secondary Education Programs for Thailand: A Manpower and Educational Development Project, A Self-Study, 1966. $2.50

Education and Development in Emerging Africa, by Cole S. Brembeck and John P. Keith, 1966. $2.00

Education and Development in India and Pakistan, by Cole S. Brembeck and Edward W. Weidner, 1962. $1.50

Imagination and Hallucination in African Education, by John W. Hanson, 1962, $1.00

African Education and Development since 1960, by John W. Hanson and Geoffrey W. Gibson. $3.00

Teaching World Affairs and International Understanding, by Troy L. Stearns, 1967. $2.00

Agricultural Education in Taiwan: Abstracts of Studies Dealing with Agricultural Education at the Secondary and Collegiate Levels, by O. Donald Meaders, 1966. $1.50

Contributions of Senior Middle-School Graduates to Taiwan Agricultural Development, by O. Donald Meaders, 1968. $2.50

Educational and Occupational Attainments of Taiwan Vocational Agriculture Graduates, by O. Donald Meaders, 1966. $2.50

Studies of Third Cultures: A Continuing Series, ed. by Ruth H. Useem. $1.00

The Western Educated Man in India, by John and Ruth Useem. $3.00

The Supply of Secondary Level Teachers in English-Speaking Africa, by John W. Hanson and Associates.

Individual Reports - $2.00 each; summary volume - $3.50; entire set $20.00. Available for: Botswana, Malawi, Tanzania, Zambia, Swaziland, Lesotho, Ethiopia, The Gambia, Sierra Leone, Liberia, West Cameroon, Ghana, Kenya, Nigeria, Uganda, and summary.

A PROPOSAL FOR A SYSTEM OF VARIABLE CREDIT

Roger Cranse

[Mr. Cranse is a master's student in IDEP and a Teaching Assistant in the Department of General Linguistics.]

I am nearly finished with my master's work in IDEP and I leave with some personal dissatisfaction.

It has been my experience in IDEP--and the experience of several other students, I gather--that the usual four-courses-per-term scheduling leaves one little time to pursue any subject much beyond the point of fulfilling minimum requirements. After 12 courses, I am left with the sensation of having sampled several tasty morsels from the buffets of IDEP, GSPIA, and GSPH, but not with a sense of real competence in any particular specialty. I have had three courses, each during a different term, where I wished I had been able to read extensively in the subject matter itself, and in areas complementary to the subject matter. I was usually unable to do so, because during each term I had three other courses with their own requirements and grades. I personally don't feel confident of a subject by reading only its "basic" documents. Learning to me implies the investigation of a wider range of sources, adjustments of the parameters of a field, and simply the pursuit of ideas, hunches, and hypotheses that beckon. Like everyone else, I have my store of enticing bibliographies filed away for future reading, but these seem a weak solution to the basic problem of insufficient time for learning in graduate school.

Graduate education is primarily a matter of student exploration and discovery, with professional guidance. You and do a little or a lot, and come out with the same "quality points." No quantity of requirements, behavioral objectives, etc., will alter the fact that real learning at the advanced level is a very private matter of exploration, introspection, intellectual rigor, and hopefully the satisfactions of the mind well used. It seems inappropriate and indeed harmful to me to bind this kind of learning too tightly to the three-credits, four-courses, three-terms', time-is-money system.

My proposal is quite simple. It applies to graduate seminars. If a student wishes to take a seminar for the usual three credits, so be it. If, on the other hand, he wishes to delve into a subject deeply, or, especially, if a course has particular relevance to his professional field, then let him take it for six. Permission to take a seminar for six credits would be granted by the instructor. Both student and instructor would agree to a certain volume and quality of work in satisfaction of the requirements for six credit hours.

I believe implementation of this proposal will allow graduate students <u>time</u> to pursue several areas of interest to their satisfaction. I offer this proposal to IDEP students and faculty for consideration and action.

FACULTY NOTES

Dr. Rolland Paulston presented a paper on "Cultural Revitalization and Educational Change in Cuba" at the Comparative and International Education Society Annual Meeting in Boston, Mass., March 19-21.

The Nordic Council of the Scandinavian Peoples' College (Folk High School) Association in collaboration with the Scandinavian Seminar have funded a $22,000 two-year study of the Peoples' College Movement in Scandinavia. The grant will be administered by the University Center for International Studies at the University of Pittsburgh. Dr. Rolland G. Paulston, Associate Professor, International and Development Education Program, will be the principal researcher.

Major objectives of the study will be: (1) to assess contributions of the Folk colleges to the Scandinavian folk movements which culminated in social-welfare states around World War II, and (2) to analyze the current efforts and possibilities for institutional renewal in the Peoples' College Movement.

Dr. Paulston's previous research on education and social development in Scandinavia was published in Educational Change in Sweden: Planning and Accepting the Comprehensive School Reforms, by Teachers College Press, New York, in 1968.

Dr. Paulston has also written: "Planning Non-Formal Educational Alternatives: National Youth Service Organizations in the Less-Developed Countries." SEADAG Papers on Problems of Development in Southeast Asia. New York: The Asia Society, April 1972. 24 p.

Dr. Don Adams attended a meeting of the International Society of Educational Planners from June 18-20 in Atlanta, Georgia. Dr. Adams is President of the Society. Dr. William Evanco presented a paper on educational flow models at the Meeting.

Dr. Thomas Hart was in Venezuela and Brazil during April and May to make new contacts and to initiate negotiations for long-term university-to-university relationships between the University of Pittsburgh and the Universidad del Oriente in Cumaná, Venezuela, the Getúlio Vargas Foundation in Rio de Janeiro, Brazil, and Santa Maria University, in the State of Rio Grande do Sul, Brazil. Upgrading of faculty, exchange of professors and students, common interests, research, and special training programs at these institutions were some of the areas of interest explored.

Dr. Hart, Dr. James Mauch, of Pitt's Office of Research and Field Services, James Lyons, and Sean Tate, both students in IDEP, are currently writing an educational handbook, Problems, Progress, and Prospects in Venezuelan Education.

Professor Kazukimi Ebuchi, who has been a Visiting Research Associate in IDEP for the past year, will be returning to Japan on August 16. Prof. Ebuchi, who has been studying the school system in McKeesport, Pa., is a Professor in the College of Education at Fukuoka Kyoiku University.

Edward Cleary, Visiting Research Associate, recently returned from an extended visit to Latin America. He was with the University of Pittsburgh field group in Colombia and then visited Bolivia, Perú, and Ecuador.

PROGRAM NOTES

IDEP students have selected an Orientation Committee to plan orientation processes for incoming students. Past experiences have shown that much confusion could be avoided if students received adequate aid in finding housing, registering for courses, finding the locations of the many research facilities, getting to know Pittsburgh, and generally becoming acquainted with other IDEP students as quickly as possible. The Orientation Committee is attempting to plan personal contacts and direct orientation of incoming students as well as develop a comprehensive IDEP Handbook.

Members of the Committee include: Richard Pfau, Greta Gibson, Eduardo McBride, Yung-Chan Kim, and Sean Tate.

Estelle Goodykoontz recently retired as a secretary for IDEP, a position she had held since **the** Department was created in 1964. Prior to coming to IDEP, Mrs. Goodykoontz had also worked many years in other departments of the School of Education.

A small banquet was held on June 8 at the Park Schenley in Oakland in honor of Mrs. Goodykoontz.

Robert Harcharek, a graduate student in IDEP, has received a grant from the Learning Research and Development Center at the University of Pittsburgh to do dissertation research in Lock Haven, Pennsylvania.

Leslie Posner has received a grant from the Council of European Studies to begin research in France during the summer months on "A Case Study of Socialization of the Children of Portuguese or Spanish Immigrants Living in France."

The Baby Boom:

March 6, born to Dave and Rodah Zarembka, a daughter, Joy.
March 17, to Hank and Judy Schumacher, a son, Steven Phillip.
March 17, to Bill and Barbara Marshall, a son, William S., III, in Westbury, N. Y.
May 13, to Indru and Jane Punwani, a daughter, Gita Ann, in Oslo, Norway.

Carol Jones, IDEP Secretary, has been promoted to the position of Administrative Secretary in the Program.

Lois Saito is being employed for the summer months as a part-time secretary in the Department.

NOTES FROM THE FIELD

Milton Jones, who has recently returned from fieldwork in Uganda, has accepted the position of Superintendent of the International School, Kampala, Uganda.

Varghese Keerikatte, an alumni of IDEP, recently formed a non-profit corporation in New York called the International Program for Human Resource Development, Inc. The corporation's purposes are "to plan, promote, and, if necessary, to coordinate and operate programs within and outside the United States, and particularly in the developing countries, aimed at improving the quality of life and human potential of socially and economically disadvantaged individuals and groups, evolving new approaches and methods for training, employment for, and education of them."

Correspondence may be addressed to International Program for Human Resource Development, Inc., 400 Central Park West, No. 1-R, New York, New York 10025.

Frank Giannotta has almost completed his doctoral research in Turkey, and he and his wife hope to return to the United States by August of this year.

Joe Markowski and his wife Gaynell have reached the mid-point of their stay in Chile. Joe is a Research Associate in a contract which the University of Indiana has with the Ministry of Education in Chile. USAID also provides certain administrative support in the functioning of the contract.

Shoeib El-Mansury is busily conducting interviews and distributing questionnaires in Tripoli and Benghazi, Libya, as a part of his doctoral research.

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Dissertation: An extended thesis, long enough to discourage anyone from reading it, which is one of the requirements for a Ph. D. The purpose of the dissertation is to prove not only the student's stamina but his ability to find a subject in which no one has the slightest interest. He must then write about it in the distinctive prose style that is the hallmark of the scholar, i.e., wordy, wooden, and ungrammatical. If, in addition, each page is divided about equally between text and footnotes, and the bibliography includes works in French, German, and Urdu, the dissertation will be hailed as "a contribution to knowledge." The graduate student who can type, or has a wife who can, even if she can't cook, is the envy of those who must pay by the page, with extra for carbons.

Richard Armour, in
A Diabolical Dictionary of Education

IDEP NEWSLETTER

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* * * * *

Sean Tate.....Editor
Carol Jones.....Typist

* * * * *

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EDITORIAL COMMENT

Sean Tate

It is with a bit of reluctance that I relinquish the position of Editor of the IDEP Newsletter. In a way, I had gotten sort of attached to it. However, time marches on and I have reached the point in my quest for that elusive Ph. D. when I must "go to the field" for dissertation research.

The IDEP Newsletter has now reached the point where it is being sent to 33 different countries and to persons in many walks of life. It has gradually grown by word of mouth from a mere idea in a student meeting to what hopefully will be a permanent institution in the International and Development Education Program.

Although no new editor or co-editors have been chosen as the Newsletter goes to press, every effort is being made to find someone who is willing to put the time and effort into building and improving it. The next issue is definitely scheduled for October, at which time the new staff will introduce themselves.

A profound word of thanks must be extended to Carol Jones, secretary in IDEP, who was not only the typist for the Newsletter, but a main source of information for Program Notes, Notes from the Field, and for all the myriad tiny details which are involved in getting this Newsletter to all of you.

WHILE YOU'RE UP, PLEASE GET ME A GRANT

This humble grad student
Is rumpled and worn
And is often heard loudly to pant,
"I'm poverty-stricken and I'm wasting away,"
While you're up, please get me a grant.

The landlord is nagging
The rent's overdue.
Bill collectors are beginning to chant,
"You better pay us, or we'll call the police."
Oh please, won't you get me a grant.

His courses are finished
Yet he struggles and strains
At the world he's beginning to rant.
He's climbing the walls, and walking the halls.
Damn it, I just need a grant.

To Outer Slobovia I do have to go
To do research
But somehow I can't.
I've holes in my shoes and have taken to booze.
Oh man, do I need a grant.

The humble grad student
Is nervous and twitchy.
He's in need of an intoxicant
Gin won't do it, and neither will rum,
While you're up, please get me a grant.

Sean Tate